DOCUMENT RESUME

ED 360 250 SO 023 333

AUTHOR	Ockenden, Sandy
TITLE	Consumerism & Development.
INSTITUTION	Victoria International Development Education Association (British Columbia).
PUB DATE	91
NOTE	10p.
AVAILABLE FROM	Victoria International Development Education Association, 407 620 View Street, Victoria, British Columbia, Canada V8W 1J6 ($1 Canadian each; $6 Canadian for series).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Collected Works - Serials (022) -- Guides - Classroom Use - Instructional Materials (For Learner) (051)
JOURNAL CIT	Teachergram; v4 n1 Win 1991
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Consumer Economics; Developed Nations; Developing Nations; *Economic Development; Economic Impact; Foreign Countries; *Global Approach; Instructional Materials; International Relations; Learning Activities; Living Standards; Social Studies; *Waste Disposal; *World Problems
IDENTIFIERS	*Consumers; *Consumption

ABSTRACT

This material asks social studies students in Canada to recognize the implications of the lifestyles of citizens in developed countries, and the power that consumers have to create change for a better world, to be agents of positive development. Development is seen as a four faceted process. This model implies that development is an approach to change rather than a move to a certain standard of living. Positive development involves: (1) awareness of interconnectedness and interdependence in the global community, (2) awareness of cultural, social, and environmental costs of economic growth, (3) equitable distribution of global wealth and decision making, and (4) empowerment of individuals and communities to make socially just choices and to take responsibility for their choices. Economic growth and consumerism are interconnected in that social and economic systems are built on consumerism. The consumption of goods helps drive the economy. Consumerism and economic growth have an enormous impact on the world, yet seldom are questioned by society. By using power as consumers wisely people can take action for positive development both locally and globally. Environmental, economic, and human costs are explored, as are advertising, and waste management. A student activity for role play helps students to investigate the decision making and policy aspects of community waste management. Additional activities and a list of available resources are included. (DK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED360250

Consumerism & Development

Teachergram Vol. 4 No. 1 Winter 1991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

SILVIA
VILCHES

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 023 333

BEST COPY AVAILABLE

teaching global issues

Teachergram

Senior Secondary — Vol. 4 No.1 Winter 1991

Consumerism & Development

To the teacher

As Canadians we have a significant impact on world development. Our roles as consumers create powerful links to the environment, the economy and other cultures. In this issue of ***Teachergram***, students are asked to recognize the implications of our lifestyles and the power that we have as consumers to create change for a better world -- to be agents of positive development.

Development can be seen as a four-faceted process. This model implies that development is an approach to **change** rather than a move to a certain standard of living. This ***Teachergram*** explores the role of consumerism in development.

Positive development involves:

1. awareness of interconnectedness and interdependence of our global community.
2. awareness of cultural, social, and environmental costs of economic growth.
3. equitable distribution of global wealth and decision-making.
4. empowerment of individuals and communities to make socially just choices and to take responsibility for their choices.

"People are coming to see that what seemed like many separate problems -- environment, peace, poverty, Third World underdevelopment, quality of life, resource depletion -- are not only linked, but in fact are all largely caused by or are manifestations of one basic problem: the growth and greed society."

(Ted Trainor, *Developed to Death; Rethinking Third World Development, 1989*)

Economic Growth and Consumerism — the deadly duo

Approximately one-quarter of the world's population consumes more than three-quarters of the world's energy. The same one-quarter consumes about 80 per cent of the world's metals. These centres of consumerism are found primarily in industrialized nations of the world and in urban centres in lesser developed countries.

Andrew Carlisle, Adbusters

These centres cause the greatest environmental and social problems. Poisoned air and water, depletion of natural resources, and the greenhouse effect assault the Earth's ecosystems. Poverty, increased health risks, and loss of human rights assault its people. When we add up the bill for our lifestyles, these costs are usually hidden.

As members of the "lucky" one-quarter we have to take our share of the responsibility by addressing the problems created by our lifestyles.

Our social and economic systems are built on consumerism. Consumerism, the consumption of goods, helps drive the economy. These two, consumerism and economic growth have an enormous impact on the world, yet they are seldom questioned by our society. When not carefully controlled or directed they become a deadly duo.

Can we use consumerism for positive development? Yes, we can. By wisely using our power as consumers we can take action for positive development both locally and globally.

Produced on 100% Recycled Paper

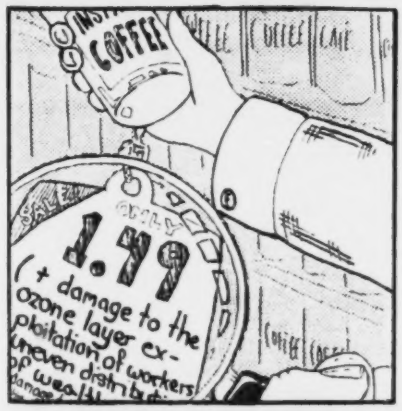
Teachergram may be copied for classroom use.

The Real Price of Consumerism

Shedding Some Light on the Hidden Costs

Most of the goods that we buy have some connection to other parts of the globe, either through the materials they are made from or by the people who made them. The consumer makes a number of global links the moment she or he buys the product; links to the environment, to the economy and to other people. These are all linked to each other creating an interdependent system.

Consider these questions: Are the goods made from renewable resources? What waste is being produced? Are the workers who produce the goods being paid a fair wage? Who profits from the purchase? Who suffers? The price tag rarely reflects these hidden costs.



1. Environmental Costs

Of all the effects of consumerism, the greatest long-term effect is environmental destruction. Consumerism affects every aspect of the globe's ecosystems, from the poisoning of the air and water, to the extinction of species and habitats, to altering the earth's climate.

"The warming of the earth's climate is an environmental catastrophe on a new scale, with the potential to violently disrupt virtually every natural ecosystem and many of the structures and institutions that humanity has grown to depend on." ***Lester R. Brown, State of the World 1989***

Transportation of Goods

The next time you sit down to a meal ask yourself (or someone else), "Where was this food grown?" Chances are, your meal will include some items from a developing country. Maybe it's the banana you had for dessert. If the banana was transported from Guatemala it travelled thousands of kilometres. That burned a lot of fuel, a non-renewable resource. It also created a lot of CO_2, which adds to the greenhouse effect.

Waste Disposal

As much as 50% of the trash that Canadians produce comes from packaging. Most packaging is dumped into landfills or burned. For the most part, packaging provides us with convenience and appearance, which we pay for in cash. But seldom do we pay the real costs of all the packaging -- the use of renewable and non- renewable resources and their safe disposal. It's a tough situation because to reduce packaging is to slow down a major industry.

"The United States packaging industry spends $28 billion a year to bring everything from television sets to toasters into our homes. Consumers spend another $3 billion a year to collect and dispose of these items, and one out of every eleven dollars spent by consumers in grocery stores is used to pay for packaging costs."
*Jeffrey Hollender, **How to Make the World a Better Place, 1990***

The environmental impact of waste disposal is horrific. Our production of garbage: chemicals, toxins, domestic and industrial waste, and sewage, is phenomenal. And our attempts to dispose of it, abysmal.

Rich countries are best equipped to survive as the planet deteriorates. Poorer countries can not afford the costs of clean-up as long as basic human needs such as clean water and adequate shelter are not met.

2. Economic Costs

According to *Our Common Future: The World Commission on Environment and Development, (pg. 67)*:

"**Two conditions** must be satisfied before international economic exchanges can become beneficial for all involved:

- The *sustainability of ecosystems* on which the global economy depends must be guaranteed,
- And the economic partners must be satisfied that *the basis of exchange is equitable.*

Relationships that are unequal and based on dominance of one kind or another are not a sound and durable basis for interdependence. ***For many developing countries, neither condition is met.***" (emphasis by editor)

The two conditions above are threatened by a world trade system which is dominated by large corporations.

For example, 80-90% of the trade in coffee is controlled by a handful of multinational corporations. They set the price and control the flow on the world market. Producers have little say. The same is true for tea, cocoa, bananas and many other commodities for which Southern nations are the major suppliers to Northern markets.

Commodity	% From South
Cocoa	100
Coffee	100
Bananas	98
Sugar	52

The Commission's two conditions for a sustainable and fair economy are not being met. The demands of consumerism make it impossible. **Instead, the opposite conditions exist.**

Economic Growth Based on Unsustainable Ecosystems

Environmental destruction increases as we produce and consume more goods. The planet's ecosystems cannot provide resources forever, yet we continue to rely on increasing resource use for our growing economy. This is economically unsustainable and a road to disaster.

Non-Equitable Exchange

The global economy today is dominated by industrialized countries and multinational corporations. These have created an inequitable system of exchange -- a fancy way of saying an unfair trading system. This results in misdirected resources: expensive luxury items take priority over items to meet basic needs. For example, making computers for export, in a country that needs more water pumps and health clinics.

The problem is not lack of development in the Third World, it is inappropriate development. Simple tools, cheap housing and clean water are needed, but capital, land and labour are drawn primarily into developing export plantations and baseballs and VW factories. *Ted Trainor, **A Rejection of the Brundtland Report, 1990***

3. Human Costs

Consumers in the north enjoy cheap goods from developing countries while workers lose their land, independence and dignity. On top of that, we create a model of wealth that the poor aspire towards but will likely never achieve. False expectations bring unnecessary suffering.

Access to Land

In many countries, the best farm land is being used to grow **cash crops** for export to developed countries. The money that governments make from exports is mostly invested into the urban centres. This is where the business and political elite are. Many of the people who work the land can't feed themselves because they have no place to grow food and are often not paid enough to buy food.

Points to ponder
Why are the urban centres given priority over rural areas? How can organizing help the landless?

Cheap Labour

Thousands of workers become cheap labour pools. Their low wages and low standards of living provide us with cheap goods; e.g. clothing, computers and other electronic goods.

Low Wages For High Tech

"Foreign electronics corporations have flocked to the Philippines Export Processing Zones (EPZs). Workers earn less than 50 US cents per hour. Many of them live in the shanty-towns that have sprung up by each EPZ. After about four years of working in an EPZ assembly plant, an employee's health has usually deteriorated to such a degree that she is considered unfit to continue." ***Canadian Forum, September 1989***

Human Rights

To make matters worse, many governments are extremely repressive. As people try to organize to demand decent wages and working conditions, or alternate land uses to meet their basic needs, they often meet military might.

Repression in Colombia

"In March of 1989 some 30 heavily armed men entered the Honduras plantation, and summoned 18 workers from a list; all were lined up and shot dead. The gunmen proceeded to the nearby La Negra plantation where three more workers were killed. All 21 victims were affiliated to the left-wing plantation workers' trade union SINTAGRO." ***Amnesty International Report 1989***

What a Consumer Can Do for Positive Change

Be Agents of Healthy Change. Join or start an environmental or social justice group that aims to learn and teach others about consumer and development issues.

Penalize Pollution. Don't buy or use environmentally unfriendly products.

Set Standards. Don't buy something just because it is described as 'green'. Find out exactly what you are getting -- you have the right to know.

Support Alternative Trade Organizations by buying their goods. The profits from the goods that these groups sell go directly to the workers' co-ops that produced them. One example is Bridgehead. (See page 8 for more info.)

Research Raw Materials. Find out *what* raw materials products were made from, *how* they were mined, or harvested, and *where* they are from. For example, do you use furniture from rainforest hardwood? What are your 'green' alternatives?

Avoid Unethically Produced Food. Tell shopkeepers why you don't by these foods.

Buy Local Fresh Produce. Organically grown fresh fruit and vegetables are better for you and the environment. Locally produced means less transportation.

Live More Simply SoThat Others May Simply live. As North Americans we need to make do with less. By consuming less at home we can free up valuable material, land, and human resources for the benefit of the most needy.

cash crop - a crop grown for commercial sale e.g. coffee, bananas, cotton

— Why Buy? - the consuming question —

Increasing consumerism is a central feature of the Western model of development.

If we develop the means to produce goods, we accumulate wealth, which is a symbol of success and security. This production and consumption of goods also drives the economy. When production and consumption are up, the economy grows. When they are down, the economy stops growing. Consuming is good for the economy. But is it good for people? Does real development take place?

Consider these questions: What needs of society and individuals are met by consumerism and economic growth? What needs are not met? Whose responsibility is it to take care of unmet needs?

1. Media Messages

The Good Life
—— buy more, live better

The media tell us that the best ingredient for a fulfilling life is a luxurious lifestyle. Picture yourself living in the lap of luxury and comfort...with everything you want at your fingertips. But don't picture the impact on the Earth's ecosystems and its peoples. That message wouldn't support the "good life" -- and it definitely wouldn't encourage you to buy the product. We get the good life message on TV, in magazines, on bill boards, on the radio, and even in our mailboxes.

Annette Shaw, Adbusters

Television
—— a pillar of consumerism

Television is one of the most powerful forms of media that we have. *"By the time average Canadians graduate from high school they will have spent 15,000 to 25,000 hours watching television! They will have seen over 350,000 commercial messages."* (***Adbusters***, *Summer 1989)*

Viewers are bombarded with one message repeated again and again : buy, buy, buy. Television advertising and programming support the myth that increased consumption brings security and happiness.

2. Economic Growth

The GNP Approach
—— Growth Not People

Traditionally, governments and agencies such as the World Bank or the United Nations have used Gross National Product (**GNP**) as one indicator of development. A growing economy will increase a country's GNP, which is considered good development.

South Develops North ——

Since the second world war, GNP in the Third World has grown at a rapid rate. However, the GNP of the developed countries has increased at a much greater rate -- about 8 times faster. The trend still continues today.

GNP - the sum total of all the goods and services produced in a country in one year.

per capita **income** - all income earned from the produciton of goods and service in a country divided by the population of that country.

In the last decade, there has actually been a **change in direction** of the flow of money *from the poorer nations of the south to the wealthy nations of the north.*

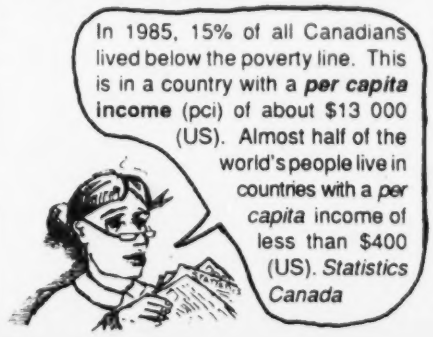
Net Financial Transfer of Monetary Resources
(in billions of US $)

Year	Direction of Flow	Amount of Transfer
1980	north to south	41.7
1982	north to south	11.3
1984	south to north	9.6
1986	south to north	20.7
1988	south to north	32.5

Recolonization or Liberation; The Bonds of Structural Adjustment and Struggles for Emancipation, *1990. Ecumenical Coalition for Economic Justice.*

Also, the GNPs of the northern nations are increasing faster than the south's, at the expense of the south. Just who is developing whom?

The GNP has other limitations; it says nothing about the availability or access to social services such as education and health care, and says nothing about the distribution of wealth. These GNP blues are felt worldwide.


In 1985, 15% of all Canadians lived below the poverty line. This is in a country with a *per capita* income (pci) of about $13 000 (US). Almost half of the world's people live in countries with a *per capita* income of less than $400 (US). *Statistics Canada*

Consumer Waste Out of Sight, Out of Mind?

Mounting piles of garbage, shortages of landfills, and tougher regulations have pushed the north to look to the Third World for places to dump their garbage. Between 1986 and 1988, more than 4 million tonnes of waste were shipped from rich countries to the Third World.

It's easy to see why Third World dumping happens; it costs U.S. firms up to $330 per tonne to dispose of wastes in the United States, while Guinea Bissau in West Africa takes it for $45 per tonne. So waste is "disposed of" there instead. Garbage is transported half-way around the world because global economics make it profitable. Profits are made in two ways:

- disposal companies make a profit on the deal, and
- rich countries keep cleaner environments; their land, air and water.

Toxic Trouble

Many recipient nations are under great pressure to relieve their foreign debt. Paying these countries to be the industrialized world's garbage heaps is a "quick fix" approach but offers no real solution to the cause of the dumping process in the first place.

Toxics are especially harmful but are still dumped in the Third World because of lack of regulations prohibiting it. Also, lack of adequate technology to handle toxics makes the situation even more critical.

You Can Keep It

The root causes of waste export need to be addressed to find long-term solutions. Our present global economic system exploits the poor countries and favours the rich ones. Until this system is abandoned for something more equitable the exploitation is likely to continue.

In the meantime the poorer nations are starting to deal with the environmental threat of toxic waste dumping; they are banning it. In some cases the dumping of *any foreign* waste is banned.

Refusing the Refuse

"In Basle Switzerland, 34 nations signed an international treaty to control the export of hazardous waste. The convention will ban the export of hazardous waste to countries which are not equipped to handle it properly. The convention follows 18 months of negotiations to curb what African Nations call "garbage imperialism", or the dumping of the West's waste in the Third World.

Third World *December1989*

Sources for this section:
Ecoforum, *March 1989*
Multinational Monitor, *Nov.1988*
New Internationalist, *Jan.1990*
Time, *January 2, 1989*

On Home Shores

"Canada's coastal waters are being used as a dump for thousands of tonnes of waste, including dredging materials laced with toxic metals, construction rubble and general garbage, says federal officials."
The Canadian Press, Times Colonist Newspaper, *January 18, 1990*

Points to ponder

What alternatives do Southern countries have to taking garbage to pa y off heavy debts? What is the relationship between waste production and quality of life?

Sylvia Herron

In general, conscientious consumers should AVOID products that:

- endanger the health of the consumer or of others.
- cause significant damage to the environment during manufacture, use or disposal.
- cause unnecessary waste, either because of overpackaging or because of an unduly short useful life.
- use materials derived from threatened species or threatened environments.
- use products that involve the unnecessary use of -- or cruelty to -- animals, whether for toxicity testing or for other purposes.
- adversely affect other countries, particularly in the Third World.

Adapted from ***The Canadian Green Consumer Guide****, 1990. (pg. 15)*

Cache Creek - To Dump or Not to Dump

A role play in waste management

The Situation In the winter of 1988, the Greater Vancouver Regional District (GVRD) put a call out to municipalities in B.C. to find a landfill to take garbage from the Vancouver area. Cache Creek, a small farming and ranching town 450 kilometers north-east of Vancouver responded. At least theTown Council responded. Local residents were not happy with the decision, or the way it was made and they opposed it.

The situation is not a simple one. The creation of the landfill hinges on the building of a chipping mill by Georgia Pacific, and the agreement of Waste Tech to haul the garbage from Vancouver. Waste Tech can only do this if its trucks have something else to haul back to Vancouver. The mill would provide wood chips for this, completing the circle. Without Waste Tech the garbage can't be hauled and without Georgia Pacific's mill, Waste Tech won't get involved.

Furthermore the dump site is less than a kilometre above Bonaparte Creek, a major waterway which drains into the Thompson River. Leachate from the dump will contaminate the creek water from which many cattle drink. There is also an occasional creek that runs through the site which will further add to the leachate problem.

The Task Through a role play, act out a Town Council meeting to find a solution.

GETTING STARTED

Choose Facilitators - Choose two people to act as Mayor and Assistant. Their responsibility is to conduct the Town Council meeting. To help the meeting run smoothly the Mayor and Assistant can keep a speakers list to make it easier for everyone to get a chance to talk. They can also point out places where groups have similar needs or concerns or where they seem to misunderstand each other.

Choose Other Roles - The roles of the various players are outlined below. Each role can be played by a small group.

Plan a Strategy - Each group should discuss what its position is, and what it is willing to compromise on. What are the most important aspects of your position and what are the least? Can everyone's concerns be addressed in your solution? Choose 2 spokespeople for the meeting.

The Meeting - First have one spokesperson from each group explain their group's position. Next, have an open discussion to look for solutions. The fate of the dump site will be decided by the Mayor, Assistant and Town Council.

An important consideration is what place Waste Tech and Georgia Pacific should have at the meeting. Should their interests influence Council's decision or should they act as technical advisors only?

ROLES

1. **Town Council -** The landfill itself will provide only a few jobs but because it is tied to the Georgia Pacific mill, about 70 local jobs will be created. Also, Waste Tech will pay a tippage fee (dollars per kilo of waste dumped) which will make about $90,000 per year for the town and enable you to lower municipal taxes.

2. **Cache Creek Area Residents Group -** As an association of farmers, ranchers and other area residents you are concerned about the environmental impact of the dump. Also, it's very close to the village boundary (300 metres) and is visible from the main highway which passes through the area. Finally, as residents in the area, you weren't consulted about the landfill; you felt left out of the decision-making process.

3. **The Bonaparte Band -** The site is on a burial ground. The town shouldn't even have access to the land. You are also concerned about the negative environmental impact on the area.

4. **Local Business People -** Cache Creek is in an economic slump because the new Coquihalla highway has diverted traffic away from town. The mill and dump will create jobs and bring business. If council lowers taxes, you gain further.

5. **Waste Tech -** The proposal seems quite good but without the Georgia Pacific mill going in you can't afford to haul the garbage all the way to Cache Creek.

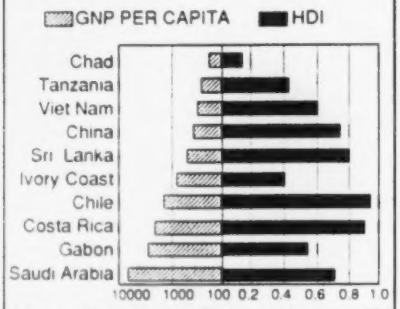
6. **Georgia Pacific -** The existence of the garbage dump won't affect the mill directly. But the Town Council needs the mill to get Waste Tech involved in the project. You are generally happy with the proposal.

We want to know what solutions you came up with. Send your Council's decision to *Teachergram* and we'll print it in the next issue. Add a few sentences about how you reached the decision.

Look on page 7 to see what actually became of the Cache Creek Landfill Proposal.

1. GNP Alternatives

The United Nations Development Program (UNDP) has recently developed the Human Development Index (HDI) which measures the relative success of efforts to translate economic growth into human development. This index is based on three things: life expectancy, literacy and purchasing power. Purchasing power gives an indication of the level of poverty in the country. The table below gives a comparison of GNP and HDI rankings for some southern countries.



Source: **Development Forum**, July-Aug. 1990

a. *In small groups discuss what conclusions can be drawn about GNP and human development.*
b. *What are possible reasons for the differences seen between these countries?*

Another standard of living index is the Physical Quality of Life Index (PQLI). This index takes three things into account: life expectancy, literacy, and infant mortality. For more information about this index read: *Towards Tomorrow: Canada in a Changing World, Geography.* Stewart Dunlop, pages 62-64.

2. How Much for That Shirt, Skirt, etc.?

Look at the label of your neighbour's shirt to see where it was made. Using an atlas, find the distance from its place of manufacture to the place where it was bought. Whose shirt contributed most to the Greenhouse effect?

Cache Creek Landfill Roleplay
In the spring of 1989, after a Provincial Court of Appeal in which local residents made their concerns known, the landfill opened according to the Council's original plans.

3. Can I Quote You?

Read the following quotes. Choose one and write a short essay supporting the point that the speaker is trying to make.

a _____

"At the current rate of environmental destruction, the long-term future of the world economy is at best uncertain and at worst dire."
Tom McMillan, former Canadian Federal Environment Minister

b _____

"The act of buying is a vote for an economic and social model, for a particular way of producing goods."
Anwar Fazal, President of the International Organization of Consumers Unions

c _____

"Should we really let our people starve so that we can pay our debts?"
Julius Nyerere, former President of Tanzania

d _____

"High income is not a passport to human development."
Ross Hammond, *Development Forum*, July-August 1990

4. Check Them Out

Choose a multinational company (e.g. Shell, Nestlé) and research it. Questions to focus on could be: what brand names does it use, what are its profits and where are the profits invested, where are its products manufactured, what is its environmental and social responsibility record?

5. Needs or Wants?

Make a list of five consumer goods or services that you consider to be necessities. Then make a list of five goods or services that you want but don't need. Compare this list to others in the class. What is the difference between a need and a want? How might this differ in another region or country? For example, how does the environment and culture influence a society's needs and wants?

6. Future Visioning

Imagine that you are given a magic wand. With this wand you can make any change to the way that the consumer society operates. You can create laws or abolish certain practices. What change would you make?

Write down the change then consider these questions: How will this change affect the future? What are the consequences? Who is affected? Who benefits and who suffers?

Create a Futures Line to look at the consequences. Put the current year at the left end of the line and mark 10 year increments for the next 100 years. Write your magic wand change at the current year. On the 10 year marks, list the consequences as they change over time.

7. Packaged to Please

a. Do you agree with the quote on the right?

If yes, then state three things you can do to get the message to a packaging developer that you won't buy the product because of its packaging.

If no, state why not. Who is responsible for excess packaging and what can be done about it?

"Packaging was not created to increase garbage but was created in response to social needs and the demands of the marketplace. Packaging developers don't go to work and say, 'How can I create more garbage today?' There is nothing complex about the garbage issue: if you won't buy the package, it won't survive the marketplace."
Alan Robinson, **Strategies for Waste Reduction**, Packaging Association of Canada, June 1988

b. How much packaging is enough? When is a product overpackaged? Form small groups and imagine that you are given the task of providing guidelines to the government for making a packaging law. What are the guidelines?

RESOURCES

Print

Adbusters This Vancouver-based quarterly magazine educates about the power that advertising and TV have in shaping our perception of ourselves and the world. It is published by The Media Foundation, a non-profit society dedicated to redefining the way television is used in North America. Subscriptions for individuals $16, for schools and institutions $32. Write to: Media Foundation, 1243 West 7th Ave., Vancouver, BC. V6H 1B7

Teaching About the Consumer and the Global Marketplace (Grades 4-12) An excellent hands-on resource offering more than 25 activities to help students focus on the values, problems and skills involved in becoming a more conscientious consumer. Centre of Teaching International Relations (CTIR), University of Denver, Denver, Colorado, USA 80208, 1985

The Canadian Green Consumer Guide: Responsible shopping that won't cost the earth. This guide shows how the individual can make a difference in creating a cleaner, safer, kinder and greener world. Pollution Probe, McClelland and Stewart Inc.,Toronto, 1989, $14.95

Green Future: How to Make a World of Difference. This book explores major environmental issues and shows how each of us can make a difference, offering practical suggestions for positive action. Lorraine Johnson, Penguin, Markham, Ontario, 1990.

Audio-Visuals

Environment Under Fire: Ecology and Politics in Central America (1988, 28 min.) This video explores the issues behind the environmental crisis in Central America, drawing direct links between the need to provide resources for the American way of life and the increased poverty of the Central American populace. Available from The Video Project, 5332 College Ave., Suite 101, Oakland, California, USA 94618. Purchase $75, Rental $35

Time is Money: Commodity Trade and the Third World (1987, 56 min.) This video examines the trade in commodities which forms the foundation for industrial production in the affluent countries. The mechanisms and implications of the trade of silver, tin and cocoa are examined. Video available from IDERA Films, 2524 Cypress Street, Vancouver, B.C. V6J 3N2. (604) 738-8815

Bigger Than a Basket: A film on alternative trading (1990, 28 min.) This Canadian film is about alternatives to a multinational trading system. It provides intimate glimpses into the lives of women of a basket-making cooperative in Zimbabwe. It shows how our consumer choices can directly benefit their lives. Video available for rent in Victoria from VIDEA ($5); for purchase from The Image Works Inc., 11936 - 100 Ave., Edmonton, Alta. T5K 0K5, (403) 482-2933, ($189)

Organizations

The International Organization of Consumers Unions (IOCU) is an independent non-profit association which links the activities of large and small consumer groups throughout the world. The overriding concern of IOCU and its members it to promote social justice and fairness in the market place. Asia and Pacific Office: PO Box 1045, Penang, Malaysia.

Bridgehead is an Alternative Trading Organization owned by OXFAM-Canada. It assists small-scale producers in the Third World by providing cash advances, marketing advice and retail outlets in Canada. It supports democratically-run producer organizations where profits are shared equitably. Contact your local OXFAM office for outlets in your area.

The BCTF Global Education Project provides educational support for the teaching of global education through newsletters, conferences, materials production, workshops and institutes. For more information: 2235 Burrard St., Vancouver, B.C. V6J 3H9
(604) 731-8121 or 1-800-663-9163

VIDEA Increases awareness of global issues through school and public programs, a resource centre, and the production of curriculum materials.#407 - 620 View Street, Victoria, B.C. V8W 1J6 (604) 385-2333
For information on other development education centres in B.C., contact VIDEA.

To All Teachergram Users:

First the Bad News...

This is the last free issue of **Teachergram**. Due to uncertain funding we can no longer provide **Teachergram** free of charge so have decided to offer it on a subscription basis. If you have been happy with **Teachergram** and would like to continue receiving it then please consider subscribing. You will receive **Teachergram** three times a year for a cost of $10.

Now the Good News...

Teachergram now has an Intermediate edition. As with the **Senior Teachergram** this edition covers a range of topics, makes global and local links, and provides activities, but is written for upper intermediate teachers and students. **Intermediate Teachergram** is also offered at a cost of $10 annually for three issues. The premier issue, titled "Waste and Conservation", is now available.

Back Issues of *Senior* Teachergram are also available: Single Copy - $2.50 5 copies - $10.00 40 copies- $30.00

- Media: Eyeing the News (1990)
- Forests and Trees (1989)
- Environment and Development (1987)
- Population (1985)
- Food and Environment (1989)
- Militarism versus Development (1988)
- Poverty (1986)

Teachergram
c/o **VIDEA**
#407 - 620 View Street
Victoria, B.C. V8W 1J6
(604) 385-2333

This issue of **Teachergram** is produced by **VIDEA (Victoria International Development Education Association)** with partial funding from the **BCTF Global Education Project** and **CIDA (Canadian International Development Agency).**

Text and layout:
Sandy Ockenden
Illustrations:
Sam Shoichet
(unless otherwise noted)

I WOULD LIKE TO SUBSCRIBE TO TEACHERGRAM FOR ONE YEAR

Please Print

☐ **Senior** ☐ **Intermediate**
@ $10.00 for 3 issues for each level

☐ **Please send me the following back issues of Senior Teachergram:** (1 @ $2.50 5 @ $10.00 40 @ $30.00)

_____

_____

_____

Please find enclosed my cheque for ..... to cover the above requests: payable to VIDEA. (#407 - 620 View Street, Victoria, B.C. V8W 1J6)

Name: _____

School or Organization: _____

_____

Address: _____

_____

Is there a topic you would like **Teachergram** to cover?

Senior: _____

Intermediate: _____

Comments: _____